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ABSTRACT

This first in a series of three papers on models for communicating and disseminating career education programs covers national and regional models. Focus is on four levels of dissemination: spread, exchange, choice, and implementation. First, common mechanisms for spread are described, such as newsletters, brochures and materials packets, handbooks/guides, catalogs and sourcebooks, and journal articles. Next, two types of exchange models are described, including examples: (1) service agency-client model and (2) a model involving a person in a linkage role. Then follows a discussion of choice in which a guide to regional and national models for disseminating career education is presented. This guide covers thirty-two organizations and for each includes project name, contact person and address, mode of access, and communication services. Finally, the paper discusses implementation strategies for career education, such as training, technical assistance, conferences and regional meetings, and peer interaction strategies. (EM)

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NATIONAL INSTITUTE OF EDUCATION

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Communicating Career Education: National and Regional Models

Greg Druian

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CE 024 124

THE OCCASIONAL PAPER SERIES ON COMMUNICATING CAREER EDUCATION

New educational programs seem to have maximum impact under conditions such as the following: users must perceive the new programs as likely to meet real needs, and the programs must be available on a timely, cost-effective basis. Of equal importance, new programs must be made adaptable through training, technical assistance, support materials or other means.

The rapidly growing field of dissemination is concerned with the most effective ways of helping target audiences take fullest advantage of educational products that are intended for them. Increasingly it is also being found that the process of disseminating new programs results in knowledge of new and emerging user needs. Thus the study of dissemination improves both the process of *meeting needs* and *identifying new needs*.

In the field of career education, increasing attention to effective communication and dissemination is a logical outgrowth of a sustained initiative to integrate the concept into the heart of American education. Excellent career education materials exist; effective, tested strategies exist; individuals exist who are skilled in the implementation of career education. The time seems ripe, therefore, for developing plans to assist others in taking advantage of these materials, strategies and individuals.

Fortunately, efforts are underway on a number of fronts to communicate and disseminate career education on a national, regional and statewide basis. Further, there are several noteworthy efforts underway to communicate career education through business, labor and government channels. The *Northwest Connection*, funded by the US Office of Education, Office of Career Education, is currently studying these efforts as part of a plan to host a national conference on communicating career education in March 1980.

The purpose of this Occasional Paper Series is to provide descriptive information and summaries of models of communicating and disseminating career education. For purposes of organization, each paper will have a separate focus. This paper will feature national and regional models; the second will be devoted to state models and the third and final paper will present models involving business, labor and government efforts. It is expected that much of the substance of the national conference will be derived from findings reported in the three Occasional Papers.

A FRAMEWORK FOR DESCRIBING DISSEMINATION ACTIVITIES

While it would be possible to come up with many different ways of describing communication and dissemination efforts, it seems most useful for purposes of this paper to rely on the four *levels of dissemination* identified by the Dissemination Analysis Group (DAG) sponsored by the U. S. Office of Education (USOE). The four are defined as follows:

Spread: the *one-way* casting out of knowledge in all its forms: information, products, ideas and materials.

Exchange: the *two-way* or *multi-way* flow of information, products, ideas and materials as to needs, problems and potential solutions.

Greg Druian is a developer and trainer with The Northwest Connection.

Choice: the facilitation of rational consideration and selection among those ideas, materials and outcomes of research and development, effective educational practices and other knowledge that can be used for the improvement of education.

Implementation: the facilitation of adoption, adaptation, installation and utilization of proven practices.

Models for communicating and disseminating career education regionally and nationally may be identified at each of the above levels. Many models, as one would expect, operate at more than one of the levels.

The discussion below is intended to offer some examples of how career education is communicated regionally and nationally at each level. Not every existing model will be discussed below; however, it is hoped that those discussed will alert the reader to the range of options that are available for improving the quantity and quality of career education found in schools and communities across the nation.*

SPREAD

Activities at the level of **Spread** are, as the definition might suggest, more numerous than activities at other levels. They tend to be easy to implement and reach a large number of people for a relatively small investment. The chief disadvantages are that it is impossible to tell whether the right audience is being reached and that there is no mechanism for receiving feedback concerning how information is used.

The most common mechanisms for **Spread** being used by agencies and institutions engaged in communicating/disseminating career education regionally and nationally are listed below:

- newsletters
- brochures and materials packets
- handbooks/guides
- catalogs and sourcebooks
- journal articles
- displays and presentations at conferences

NEWSLETTERS are used widely as a way to communicate up-to-date information about career education. PEP is a monthly newsletter published by the Office of Career Education (OCE) as a channel of intercommunication among demonstration and state plan projects. This newsletter describes ongoing projects and contains a calendar of events and upcoming conferences. The National Experience-Based Career Education Association (NEBCEA) has just begun to publish a one-page front-and-back newsletter called TRANSITIONS, available to NEBCEA members. EDUCATION AND WORK, a bi-monthly newsletter usually running some 12 to 14 pages, reports information about career education, youth unemployment and the school to work transition. This newsletter, published by Capitol Publications, Inc., is available on a subscription basis. The ERIC Clearinghouse for Adult, Vocational and Career Education (described in more detail under **Exchange** below) publishes a periodic newsletter, ERIC CLIPBOARD, that announces recent publications and activities of the clearinghouse.

In addition to these ongoing publications, some career education projects use a temporary newsletter to communicate their efforts. An example of this is the OCE supported "Rural Connection," a project designed to foster the improvement of career guidance in rural areas. Three issues of a newsletter were produced during the life of the project. The newsletter was designed to report information about project activities and to build awareness of the project among potential users.

BROCHURES AND MATERIALS PACKETS are perhaps the most popular method of spreading information about projects and programs. When they are well designed and produced, they can convey essential information about a project to the reader in a useful and direct way.

Brochures or materials packets can be highly elaborate, like the one produced by the National Center for Research in Vocational Education (NCRVE). Because NCRVE is a large organization housing many different projects, it has developed a folding packet which contains one-page folded brochures as well as three-to-four page project summaries. This format is highly flexible, allowing individual materials to be added and subtracted as new projects are begun and old ones concluded.

HANDBOOKS/GUIDES represent a somewhat more complex kind of **Spread** than newsletters and brochures. Handbooks or guides are usually intended to communicate the operation of a particular

* For the reader's convenience all models discussed in this paper are summarized in the center section of this paper. Included in the summary are addresses, telephone numbers and names of contact persons. Information was gleaned from the best available sources; however, certain items may be out of date. Therefore we are asking readers to send corrections to us so we can print them in subsequent issues. Our address is on the last page of this paper.

program or project so that another potential user could implement it.

The RURAL AMERICA SERIES is a set of sixteen handbooks that have been designed to assist in the systematic planning, implementation and evaluation of a K-14 career guidance and counseling program for rural schools. The materials in the handbooks were developed by educational agencies familiar with rural schools and were thoroughly reviewed by rural educators, students and community members.

Handbooks of a somewhat different kind are being produced for teachers in various subject matter areas. The Office of Career Education has funded several professional associations to develop handbooks in the following areas:

- art
- business
- English
- foreign language
- physical education
- school counseling
- science
- social studies
- special education

The focus for each handbook will be on giving the teacher relevant information about career education, information about how the subject relates to career education, and suggestions for how career education could be infused into courses in the area.

CATALOGS AND SOURCEBOOKS may be used increasingly in the future as a way of assisting users in making choices among alternative programs (see **Choice** below). At present they are used effectively to bring to users' attention a broad array of products, programs, activities, materials and ideas. Many catalogs take off from the concept of the WHOLE EARTH CATALOG, using inexpensive paper and ink coupled with a highly graphic format which can be very appealing to the eye. An example of this is THE ORIGINAL EARLY MORNING PRIMER: A HOW-TO-DO-IT GUIDE FOR IMPLEMENTING CAREER EDUCATION IN RURAL SCHOOLS. Although this publication is a guide, it contains descriptions of numerous materials and resources that can be of use to the career educator in rural schools; consequently it also fulfills the function of a catalog.

JOURNAL ARTICLES are used mostly to communicate the results of research and to describe new and effective practices. The principal journals in the field of career education are CAREER EDUCATION QUARTERLY, JOURNAL OF CAREER EDUCATION, THE ILLINOIS JOURNAL OF CAREER EDUCATION and the series NEW DIRECTIONS IN EDUCATION, WORK AND CAREERS, published by Jossey-Bass, Inc.

As a final technique exemplifying the level of **Spread**, **DISPLAYS AND PRESENTATIONS AT CONFERENCES** might be mentioned. Many USOE-funded projects utilize both regional and national conferences as a way of exposing a large number of influential people to new concepts in a short time. An example of this is the use of professional association conferences as a mechanism for sharing ideas.

EXCHANGE

The level of **Exchange** differs from **Spread** in that there is a flow of information between two or more people or institutions. The model for this level may be represented as follows:

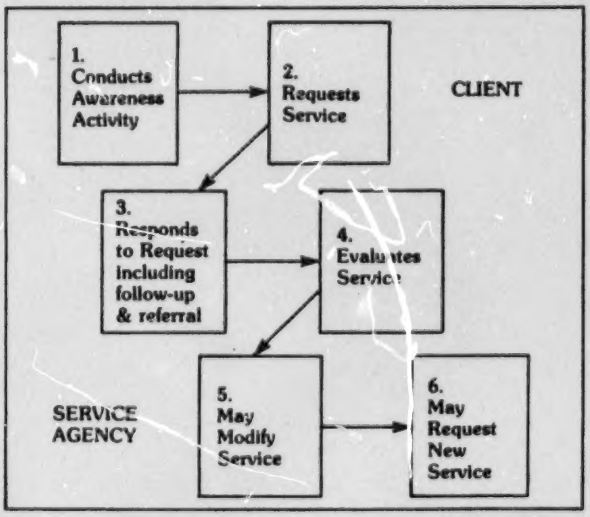

Figure 1: Model of Service Agency-Client Interactions at Exchange Level

In this model, a service agency or individual with information, products, materials, and/or knowledge first publicizes available services. A client then initiates a request for services and the service agency usually (though not always) helps the client clarify the request. Once the request is clarified, the service agency responds to the request, assuming it has the capability to do so. If the agency or individual cannot respond to the request, the client may be sent to another source. The interchange may end here; however three important options remain. First, the service agency may request evaluation of its service to determine the appropriateness, timeliness and effectiveness of the service. The service agency may,

based on the evaluations it gets, modify the services it offers. This would be an instance of dissemination performing the function of responding to new needs, as mentioned at the outset of this paper. Finally, the client may request new services, thus re-initiating the cycle of interchange.

The paradigm of the information storage and retrieval system designed to be responsive to the user's needs (i.e., an example of **Exchange**) is the ERIC (Educational Resources Information Center) system. For purposes of this document, we will be concerned with the ERIC Clearinghouse on Adult, Career and Vocational Education. One of sixteen clearinghouses in different educational areas, the Clearinghouse on Adult, Career and Vocational Education performs the following functions:

- solicits documents for inclusion in the ERIC system and reviews periodicals and other documents to identify important articles for announcement
- responds to user requests and inquiries, including:
  orienting users to the ERIC system,
  consulting on information/search problems,
  assistance in using ERIC indexes, and
  carrying out computer searches of ERIC and other data bases
- prepares printed materials of various kinds that address major needs of problem areas

Users are encouraged to contact the Clearinghouse either by phone, mail or in person. Also, the Clearinghouse is interested in receiving documents that deal with any aspect of adult, career and vocational education. Since ERIC specializes in hard-to-find, often unpublished materials, the Clearinghouse is especially interested in research reports, evaluation studies, project descriptions, position papers, reading guides, and other documents that are of a high quality.

Another model designed to be responsive to user needs is exemplified by the National Center for Career Education (NCCE). NCCE performs two dissemination and communication functions: it attempts to provide users with access to appropriate curriculum materials and it provides training programs to help staff use those materials. (Discussion of NCCE's training function will occur below under **Implementation**).

User access to the NCCE data base, which consists mostly of curriculum materials, is usually made directly through contact with NCCE staff. Individualized computer searches are available at low cost, as are topical catalogs of career education materials and referrals to other agencies. Users may preview on a loan basis any of NCCE's library materials, photocopy any non-copyrighted materials for permanent retention and purchase *mini-libraries*, which are prepackaged starter libraries at the K-3, 4-6, 7-9, 10-12 grade levels. Each mini-library contains around 2500 pages of ideas, strategies, practices, activities, methods and suggestions for infusing career education into learning environments in language arts, mathematics, science and social studies.

Another method of disseminating career education at the **Exchange** level involves the use of a person in a specialized *linkage* role. A potential user contacts a *linker*, who clarifies the user's needs and then responds with appropriate materials, programs or information. Often, as will be discussed in more detail below under **Implementation**, such a *linker* may be able to offer training and technical assistance in the installation of a chosen alternative.

An example of a structure involving linkers is the NIE-funded Research and Development Exchange (RDx), involving collaboration between regional

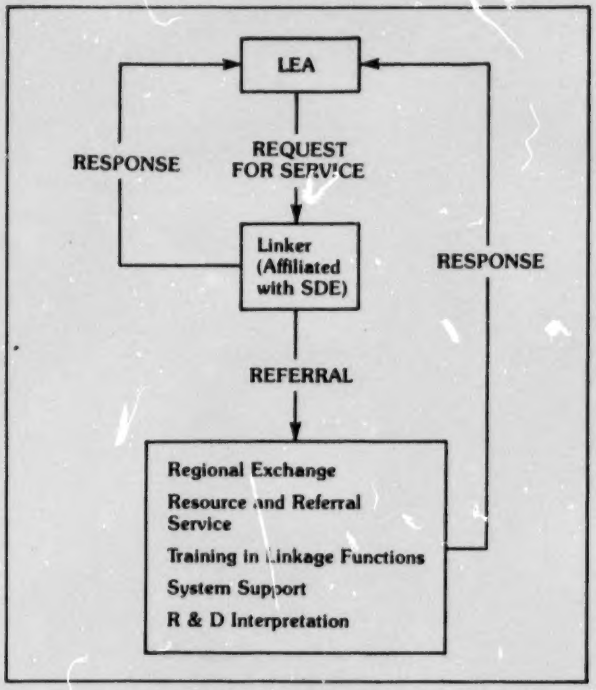

Figure 2: Schematic of RDx Services
The Linker either responds to the local need or refers the request to a regional exchange or one of the support services.

educational laboratories and state departments of education. Regional Exchanges are located at seven regional educational laboratories, each operating in a defined region of the country. Affiliated with the department of education of participating states are one or more linkers. Schools and school districts write or call the linker when in need of human and material resources. The linker either provides a response or refers the request to the regional exchange in his or her region. In some cases, the request is referred to one of the four support services available to the regional exchanges: interpretation of research and development, resource and referral services, training in linkage functions and system support.

Some regional exchanges, such as the one at the Northwest Regional Educational Laboratory (NWREL), maintain a collection of career education materials. Other regional exchanges are able to respond to requests in the area of career education, but do not maintain separate services for career education.

Another model featuring a linkage role is the National Diffusion Network (NDN). Funded by the U. S. Office of Education, the NDN's function is to provide information and services to help agencies effect program improvement by adopting or adapting exemplary programs of proven effectiveness. Persons called state facilitators are housed in diverse educational settings in nearly every state, and they have access to more than 200 exemplary programs. State facilitators work closely with the persons who created the exemplary programs (called Developer/Demonstrators), who in turn are able to offer information, materials, training and other technical assistance to districts wishing to adapt or adopt a particular program.

EDUCATIONAL PROGRAMS THAT WORK, published annually by the Far West Laboratory for Educational Research and Development (FWL), lists the exemplary programs that are available for dissemination. The 1978 edition lists some 28 programs under the section devoted to career education. Additional career education related programs fall under such headings as Gifted and Talented, Special Education and Alternative Education.

A third model of **Exchange** involving a linker is exemplified by the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). Similar in structure to the RDx, this model focuses primarily on making curriculum options available to users. Like the RDx, the NNCCVTE is regionalized. The six regional offices operate independently of one another and concentrate on meeting regional needs. State liaison representatives (SLRs) in each state maintain contact with the center in their region. Potential users in the schools contact the SLRs who in turn contact the NNCCVTE office in the region of which the state is a part. Regional offices have the capability of interfacing with ERIC, NCRVE, NCCE, NDN and RDx in order to provide coordinated services. Not all regional centers offer services in career education. The Northwestern Center for Curriculum Management in Olympia, Washington includes career education in its catalog which is published annually. This center also provides career education materials to career educators on a loan basis. The East Central Network for Curriculum Coordination in Springfield, Illinois publishes lists of resources for career education and has materials available for loan.

CHOICE

This level of dissemination is concerned with helping the user make rational choices among alternative ideas, materials, programs, practices or other available knowledge. Usually, most kinds of activity at the previous two levels of dissemination (**Spread** and **Exchange**) offer some help to the user in making a **Choice.** But the help that is available tends to be limited to providing alternatives and answering questions about them. The level of **Choice** stresses the use of careful processes of analyzing educational products to determine if they fit the local situation and achieve the goals intended for them (See Figure 3).

The systematic analysis carried out at this level includes attention to aspects of educational products as shown in the figure below:

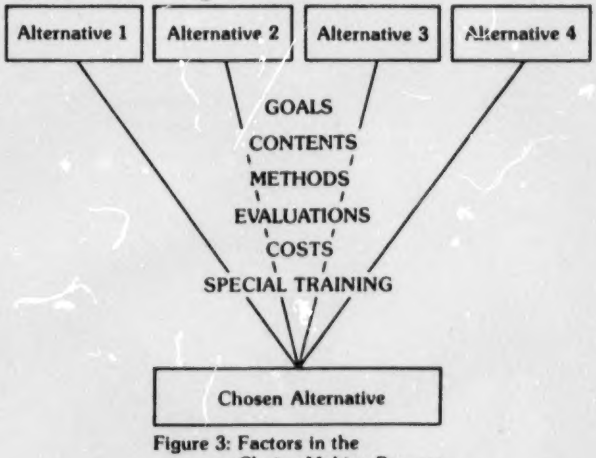

Figure 3: Factors in the Choice-Making Process

Choice can be facilitated either by persons or by sourcebooks that contain sufficient information to allow the user to make data-based choices.

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GUIDE TO REGIONAL AND NATIONAL MODELS FOR COMMUNICATING/DISSEMINATING CAREER EDUCATION

ORGANIZATION	PROJECT NAME/CONTACT PERSON
Alliance for Career Education	**Dr. Brian Fitch,** *Project Director,* Alliance for Career Education, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210, (614) 486-3655
American Alliance for Health, Physical Education and Recreation	"Preparing Physical Educators to Engage Effectively in Career Education" **Carolyn Keith-Hynes,** *Project Director,* AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036, (202) 833-9292
American Council on the Teaching of Foreign Languages, Inc.	"Incorporating the Career Concept in Foreign Languages Programs" **C. Edward Scebold,** *Executive Director,* ACTFL, Inc., 2 Park Avenue, New York, New York 10016, (212) 689-8021
American Institutes for Research	"Combatting Sex, Race, and Handicap Stereotyping in Career Choice" **Dr. Peter R. Dahl,** *Project Director,* AIR, P.O. Box 1113, Palo Alto, California 94302, (415) 493-3550
East Central Curriculum Management Center	**Rebecca Susan Douglass,** *Director,* ECCMC, Illinois Office of Education, 100 North First Street (E-426), Springfield, Illinois 62777
Education and Work	Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Avenue, N.W., Washington, D.C. 20037
Education Commission of the States	"Improved Career Education Policies Through Collaborative Efforts of Business, Industry, Labor, Government and Education" **Dr. Gene Hensley,** *Director,* Career Education Project, ECS, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295, (303) 861-4917
EPIE Institute	"Career Education S•E•T•," EPIE Institute, 463 West Street, New York, New York 10014
ERIC Clearinghouse on Adult, Career and Vocational Education	**Dr. Maria Peterson,** *Director,* ERIC Clearinghouse on Adult, Career and Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, (614) 486-3655
American Personnel and Guidance Association	"The School Counselor and Career Education" **Francis Burtnett,** APGA, 1607 New Hampshire Avenue, N.W., Washington, D.C., 20009, (202) 483-4633
Cashmere (Washington) School District	"Training Rural Educators to Conduct Inservice in Career Education" **Mrs. Bernadette Griffith,** *Director,* Career Education Project, Cashmere School District #222, 210 South Division, Cashmere, Washington 98815, (509) 782-1950
Council for Exceptional Children	"Retraining Special Educators in Career Education" **Dr. Mary McCoffrey,** The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091, (703) 620-3660
Girl Scouts of the U.S.A.	"From Dreams to Reality: A Communications and Dissemination Project Regarding Sex-Role Stereotyping" **Nancy Garfield,** *Project Director,* Career Education Project, Program Department Girl Scouts of the U.S.A., 830 Third Avenue, New York, New York 10022, (212) 940-7514
National Academy for Vocational Education	**Darrell Parks,** *Director,* The National Academy for Vocational Education, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, (614) 486-3655
National Art Education Association	"Development and Dissemination of Career Education Concepts in the Visual Arts" **Dr. Charles M. Dorn,** *Professor of Art Education,* Purdue University, West Lafayette, Indiana 47907, (317) 494-8702
National Association for Career Education	**George Lulos,** c/o Glassboro State College, Glassboro, New Jersey 08028

MODE OF ACCESS						COMMUNICATION SERVICES							
Letter	Telephone	Visitation	Linking Agent	Receive Mailout	Membership/ Subscription	Information	Instructional Materials	Catalog	Computer Searches	Consultation	Training/ Technical Asst.	Training Trainers	Networking

NWC

GUIDE TO REGIONAL AND NATIONAL MODELS FOR COMMUNICATING/DISSEMINATING CAREER EDUCATION

ORGANIZATION	PROJECT NAME/CONTACT PERSON
National Business Education Association	"Retraining Business Teachers to Develop and Disseminate Career Education" **Dr. Calfrey C. Calhoun,** College of Education, University of Georgia, Athens, Georgia 30602, (404) 542-3132
National Center for Career Education, Inc.	**Dr. Vince Barry,** National Center for Career Education, Inc., P.O. Box 7815, Missoula, Montana 59801, (406) 243-5262
National Center for Research in Vocational Education	**Robert E. Taylor,** *Executive Director,* NCRVE, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, (614) 486-3655
National Council for the Social Studies	"Retraining Educational Personnel via their Professional Organizations" **Dr. Carole L. Hahn,** *Assistant Professor,* Division of Educational Studies, Emory University, Atlanta, Georgia 30030, (404) 329-6465
National Council of Teachers of English	"Professional Organization Involvement in Career Education" **Ms. Jan Kilby,** NCTE, 1111 Kenyon Road, Urbana, Illinois 61801, (217) 328-3870
National Diffusion Network	Division of Educational Replication, U.S. Office of Education, ROB 3, Room 3616, 400 Maryland Avenue, S.W., Washington D.C. 20202, (202) 245-2257 or contact your State Career Education Coordinator for the location and number of your State Facilitator
National Experience-Based Career Education Association	**Catherine Hopkins,** National Experience-Based Career Education Association, 1763 R Street, N.W., Washington, D.C. 20009, (202) 484-8657
National School Boards Association	"Communication of Career Education Philosophy, Methods, Activities and Evaluation Results to Education Decision-Makers" **Stanley H. Kreimer,** *Director,* Career Education Project, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007, (202) 337-7666
National Science Teachers Association	"Preparing Science Educators to Engage in Career Education" **Dr. John M. Akey,** National Science Teachers Association, 2410 Warwick Lane, Colorado Springs, Colorado 80909, (303) 635-6491 or 596-7536
Northwest Connection	**Dr. Robert Blum,** *Project Director,* The Northwest Connection, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204, 1-800-547-0362 (in Oregon 1-800-452-5558)
Northwest Regional Exchange	**Virginia Thompson,** *Director,* Dissemination Program, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204, (503) 248-6837
Northwestern Vocational Curriculum Management Center	**James L. Blue,** *Director,* Northwestern Vocational Curriculum Management Center, Coordinating Council for Occupational Education, Olympia, Washington 98504
Resources in Vocational Education (RIVE, Formerly AIM/ARM)	RIVE, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, To Subscribe: National Center Publications, National Center for Research in Vocational Education, The Ohio State University 1960 Kenny Road, Columbus, Ohio 43210 ($34/year)
Rural America Guidance Series	National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, To order: National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210
The Rural Connection	**Harry N. Drier,** *Project Director,* The Rural Connection, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210, (614) 486-3655
Workshops for LEA/CETA Collaboration	**Dr. Alan R. Pittaway,** Kirschner Associates, Inc., 1100 17th Street, N.W., Suite 810, Washington, D.C. 20036, (202) 862-9400

MODE OF ACCESS						COMMUNICATION SERVICES							
Letter	Telephone	Visitation	Linking Agent	Receive Mailout	Membership/ Subscription	Information	Instructional Materials	Catalog	Computer Searches	Consultation	Training/ Technical Asst.	Training Trainers	Networking

In career education, a successful example of a process of promoting rational choice-making is provided by the Educational Products Information Exchange (EPIE) Institute's CAREER EDUCATION S*E*T*. This set of tools for selecting and evaluating career education materials comes in two volumes: HOW TO SELECT AND EVALUATE INSTRUCTIONAL MATERIALS, and ANALYSIS OF 700 PRESCREENED MATERIALS. The first volume is noteworthy in giving attention not only to typical categories of instructional design, but also to the issues of how to detect and counteract racism and sexism in career education materials.

Linkers and state facilitators may also be trained to help users make choices among materials. Except in individual instances, however, there is no emphasis on the selection of career education materials as such.

With the growing emphasis on communicating and disseminating career education practices there is a need to provide tools and processes that aid the user in making sound choices. Faced with a bewildering array of products, ideas, materials and programs, users need to be able to locate quickly those which are most likely to meet their needs and which are most feasible for their specific situations.

IMPLEMENTATION

Implementation is the level of dissemination and communication which is concerned with facilitating the adoption, adaptation, installation and utilization of educational improvements.

In career education, this level is carried out through strategies like the following:

- training
- technical assistance
- conferences and regional meetings
- peer interaction strategies

Implementation currently receives a great deal of attention and emphasis as a means of communicating career education because teachers and schools are ready for career education, good materials exist, and the implementation process in career education has traditionally stressed adaptation to meet local needs. Furthermore, adaptation has been a very successful strategy for increasing the use of career education in the classroom.

Less well understood perhaps are the dynamics of the adaptation process in career education. Furthermore, while the role of career education consultant has been, and is being, tried out as a means of increasing the use of career education, little knowledge exists to explain how consultant services come to be used and what methods are effective in getting potential clients to take advantage of existing services. (In this area, it is hoped that the *Northwest Connection* will be able to offer some new insights through study and analysis of data relating to the use of the services of some 58 consultants in the five-state Northwest region.)

One model of **TRAINING** as an implementation strategy for career education is carried out by NCCE, which offers a number of different options for training. Inservice training modules are available covering clarification, localization, planning/development and implementation of career education. Five basic models of training have evolved over the years as listed below:

- K-12 model
- higher education model
- institutional model
- business/industry/labor/educator model
- CETA (Comprehensive Employment and Training Act) model

Training is adapted to local needs and may vary from a single day session to a full sixty-hour course with followup. Complementing available training are extensive opportunities for consultation and technical assistance in specialized areas of need such as the design, administration and analysis of local needs assessments, orientation to career education, and program evaluation.

Another model of training is offered by the National Diffusion Network (NDN) in which the services of Developer/Demonstrators (D/Ds), persons who actually developed specific programs, are made available to potential users. The NDN model works in this fashion:

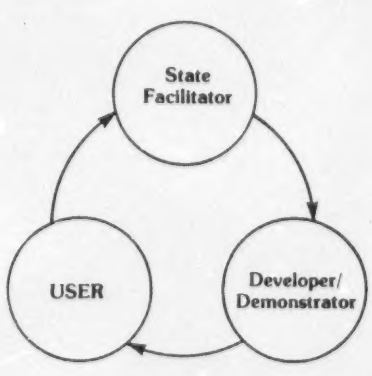

Figure 4: NDN Diffusion Model

The reason for having a state facilitator can be seen in the situation involving many requests for assistance. The state facilitator can screen a number of requests and put users with valid needs in touch with an appropriate D/D. D/Ds can then concentrate their resources on offering training and technical assistance in the adoption of the program they developed.

Still a third model for training is characterized by being a one-time-only effort, normally on a highly specific topic. Numerous examples of this kind of training have been funded by OCE and some of the areas covered are:

- combatting race, sex and handicap stereotyping
- communicating career education to education disseminators
- LEA/CETA collaboration

The focus of these efforts is generally to bring expert practitioners together to develop training based on a survey of existing practices and needs. Training is provided on either a regional or a national basis and is usually supported by materials such as reports of data collection, conference records, handbooks, guides, monographs and descriptions of successful practices.

Finally, a fourth kind of training model is concerned with training trainers. One model for doing this on a national basis was tested by the Cashmere School District in Cashmere, Washington. The model involved training 50 rural educators to conduct career education inservice. Four ten-day workshops held in Cashmere were offered to participants. Training modules were developed for nine areas of emphasis which participants took with them to try out in their back-home situations. Participants thus are equipped with both skills and materials they can use to help others implement career education in the classroom. Nine areas of emphasis in career education are covered in the modules, ranging from program development and curriculum writing to eliminating stereotyping, evaluation, and inservice design.

Training and **TECHNICAL ASSISTANCE** often go hand-in-hand, especially as new programs and materials are being adapted to meet specific local conditions. While training and technical assistance have been widely used forms of consultation in career education, relatively few efforts have been aimed at helping career educators develop skills for providing effective assistance. One project designed in part to meet the need for providing effective career education consultation is the *Northwest Connection,* a multistate model for communicating effective career education practices. Within this model, some 58 practitioners who have achieved distinction in various specialty areas of career education are being trained as consultants. These consultants are offering numerous services to people who want to improve the quality and quantity of career education programs for youth. Available services include telephone consultation, materials sharing and onsite visitation. Services are available on a cost-free basis to teachers, administrators, community persons and representatives of business, labor and industry who have a sincere interest in career education.

CONFERENCES AND REGIONAL MEETINGS have been used extensively both at the level of spreading information about career education and at the level of training practitioners in the use of new techniques. The annual meetings of several professional associations are being used as a handy forum to help teachers learn to incorporate career education in their subject areas.

The Commissioner's National Conference on Career Education, held in Houston in 1976, brought together a group of practitioners representing some of the best career education practices in existence. National and regional conferences sponsored by NEBCEA have also involved practitioners in sharing effective practices.

The final method of assistance in implementation to be discussed here is perhaps the most complex. **PEER INTERACTION** obviously is involved in many of the communication and dissemination techniques described above. Yet recently a number of interesting projects have developed which are designed to advance career education by setting up situations promoting the interaction of peers — persons of similar role and status. Peer interaction shows promise of being a way both to offer concrete assistance in implementing career education and to create a climate of progressive support for career education.

One particular strength of a peer interaction approach is its potential for increasing collaboration and participation of business, industry, labor and the community in career education. An example of a model using this approach is currently in operation at the Education Commission of the States (ECS). The purpose of the ECS project is to assist state officials to improve career education policies through collaborative efforts of business, industry, labor, government and education. State officials are being given information about alternative methods of obtaining collaboration as well as alternative legislative ap-

proaches which can strengthen career education. In addition, assistance is available in implementing alternative approaches to strengthening state education policies and legislation through cooperative efforts of business, labor, industry and education.

Besides providing a number of papers and articles describing new approaches, this model promotes peer interaction in two ways. The first is through statewide meetings where representatives of business, labor, industry and government discuss future collaborative efforts. The second involves invitational conferences where representatives from a number of states can assist one another in sharing and improving collaborative efforts.

Another kind of approach promoting peer interaction is the Alliance for Career Education, housed at the National Center for Research in Vocational Education (NCRVE). The Alliance is a consortium of member school districts, all of which have a strong interest in developing effective career education materials. Districts in the Alliance develop career education individually or collectively with NCRVE providing coordination and technical assistance. Any member has access to any or all of the materials developed through the Alliance. The Alliance is governed by a Board composed of one representative from each member district. The Board sets priorities for Alliance work.

Finally, an example of a comprehensive peer interaction model is provided by the Northwest Connection. Within this model, it is expected that one of the things that will enhance the rate of adoption and improvement of career education is the fact that users will be dealing with peers: fourth grade teachers will be consultants to other fourth grade teachers; special education teachers to other special education teachers; principals to other principals and so forth. Because of the peer interaction, it is expected that consultants will be more credible to users, that is, users will perceive the consultants as more reliable and believable than they would if consultants were not peers. Furthermore, consultants will be offering assistance in their areas of specialty. consequently, they will need to spend less time preparing to respond than they would if they were being asked to respond in a non-specialty area. Finally, consultants are being trained to promote and facilitate peer interaction in communities desiring to start or improve career education. Using a collaborative approach, consultants will be helping business, industry, labor, community and school representatives use systematic problem-solving strategies to define and implement career education in their communities.

SUMMARY

The foregoing discussion of models of communicating and disseminating career education has been designed to help the reader become aware of existing practices. While extensive activity is found in the **Spread, Exchange,** and **Implementation** levels of dissemination, substantially less effort seems at present to be going into the level described as **Choice.** Though it is beyond the scope of this paper to speculate why this may be so, those concerned with the dissemination of career education may wish to be alert to whether there is a need for more activities at the **Choice** level.

PREVIEW OF PAPER #2

The second in this series of three Occasional Papers dealing with the communication and dissemination of career education will highlight state models and is scheduled to be published in October.

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About the Northwest Connection
Robert E. Blum, Project Director

The Northwest Connection, funded by the U. S. Office of Education, Office of Career Education, is a career education consulting service designed to help local businesses, community organizations and schools improve the quality and quantity of career education programs for youth. The services of 58 consultants are available free of charge throughout the duration of the project, which ends in April, 1980. Services are offered in Alaska, Idaho, Montana, Oregon and Washington. For a free *Guide to Consultant Services*, write the Northwest Connection, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 or call toll free 1-800-547-0362 (in Oregon 1-800-452-5558).

About the Sponsoring Agency

The Northwest Connection is part of the Education and Work Program of the Northwest Regional Educational Laboratory (NWREL). The mission of NWREL is to assist education, government, community agencies, business and labor in bringing about improvement in educational programs and processes. NWREL serves a region that includes Alaska, Idaho, Montana, Hawaii, Oregon and Washington, along with the territories of American Samoa and Guam.

Within the Laboratory, the Education and Work Program develops comprehensive strategies for solving education and work transition problems faced by youth and adults. For further information, write Larry McClure, Director, Education and Work Program, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 or call 503-248-6891.